

Education Cabinet

Kentucky Board of Education

Department of Education

(Amendment)

704 KAR 3:305. Minimum requirements for high school graduation.

RELATES TO: KRS 156.160(1)(a), (c), 158.6451

STATUTORY AUTHORITY: KRS 156.070, 156.160(1)(a), (c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.160 requires the Kentucky Board of Education to adopt administrative regulations relating to the courses of study for the different grades and the minimum requirements for high school graduation. The content standards for the courses of study are described in the program of studies, 704 KAR 3:303. This administrative regulation establishes the minimum requirements necessary for entitlement to a high school diploma, including the requirements beginning with the graduating class of 2010 [~~2002~~].

Section 1. Until the graduating class of 2010 [~~2002~~], each student in a common school shall complete an Individual Graduation Plan which incorporates emphasis on career development and shall have a total of at least twenty-two (22) [~~twenty (20)~~] credits for high school graduation. Those credits shall include the following minimum requirements:

(1) Language arts - four (4) credits (including English I, II, III, and IV) [4];

(2) Social studies – three (3) credits (to incorporate U.S. History, Economics, Government, World Geography, and World Civilization); [2-(including one (1) credit in U.S. History).]

(3) Mathematics – three (3) credits (including Algebra I, Geometry, and one (1) elective as provided in the program of studies, 704 KAR 3:303) [3];

(4) Science – three (3) credits (including life science, physical science, and earth and space science as provided in the program of studies, 704 KAR 3:303) [2];

(5) Health – one-half (1/2) credit [1/2];

(6) Physical education – one-half (1/2) credit ;[1/2,]

(7) History and appreciation of visual and performing arts (or another arts course which incorporates this content) - one (1) credit; and

(8) [(7)] Electives – seven (7) credits [8].

Section 2. (1) Beginning with the graduating class of 2010 [2002], each student in a common school shall ~~[complete an individual graduation plan which incorporates emphasis on career development and shall]~~ have a total of at least twenty-two (22) credits for high school graduation. Those credits shall include ~~[the following minimum requirements]~~ the content standards as provided in the program of studies, 704 KAR 3:303. Additional standards based learning experiences shall align to the student's Individual Graduation Plan and shall consist of standards-based content. The required courses shall include:

(a) Language arts - four (4) credits ~~[(including English I, II, III, and IV)]~~ to include the content strands of reading, writing, speaking, listening, observing, inquiry, and using

technology as a communication tool. Language arts shall be taken each year of high school;

(b) Social studies - three (3) credits to include the content strands of historical perspective, geography, economics, government and civics, and culture and society ~~[(to incorporate U.S. History, Economics, Government, World Geography, and World Civilization)]~~;

(c) Mathematics – three (3) credits to include the content strands of number and computation, geometry and measurement, probability and statistics, and algebraic ideas and including the following minimum requirements:

1. One mathematics course taken each year of high school to ensure readiness for postsecondary education or the workforce based on the student's Individual Graduation Plan;

2. Required courses shall include: [(including] Algebra I, Geometry, Algebra II or a course of equal rigor [and one (1) elective as provided in the program of studies, 704 KAR 3:303]]; and

3. The minimum course for credit shall be Algebra I;

(d) Science - three (3) credits that shall incorporate lab-based scientific investigation experiences and include the content strands of biological science, physical science, [and] earth and space science, and unifying concepts ~~[as provided in the program of studies, 704 KAR 3:30]]~~;

(e) Health - one-half (1/2) credit to include the content strands of individual well-being, consumer decision, personal wellness, mental wellness, and community services;

- (f) Physical education - one-half (1/2) credit to include the content strands of personal wellness, psychomotor, and lifetime activity;
- (g) History and appreciation of visual and performing arts to include the content strands of arts, dance, music, theatre, and visual arts (or another arts course which incorporates this content) or a standards-based specialized course based on the student's Individual Graduation Plan- one (1) credit;
- (h) Academic and career interest standards based learning experiences [~~Electives~~] – seven (7) credits including four (4) standards-based learning experiences in an academic or career interest based on the student's Individual Graduation Plan;
- (i) Demonstrated proficiency in understanding and communicating in a second language and
- (j) Demonstrated performance based proficiency in technology.
- (2) A local board of education may substitute an integrated, applied, interdisciplinary or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060. If a substitution is made, a rationale and course description shall be filed with the Department of Education.
- (3) For students with disabilities, a local board of education may substitute a functional, integrated, applied, interdisciplinary or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060. If a substitution is made, a rationale and course description shall be filed with the Department of Education.

1 Section 3. (1) A district shall implement an advising and guidance process throughout the
2 middle and high schools to provide support for the development and implementation of
3 an Individual Graduation Plan for each student. The plan shall emphasize career
4 development and specifically address Vocational Studies Academic Expectations 2.36-
5 2.38 as defined in Academic Expectations, 703 KAR 4:060.

6 (2) A district shall develop a method to evaluate the effectiveness and results of the
7 Individual Graduation Plan process. The evaluation method shall include input from
8 students, parents and school staff. As part of the evaluation criteria, the district shall
9 include indicators related to the status of the student in the twelve months following the
10 date of graduation.

11 (3) A middle school and a high school shall work cooperatively to ensure that each
12 student and parent shall receive information and advising regarding the relationship
13 between education and career opportunities. Advising and guidance shall include
14 information about financial planning for postsecondary education.

15 (4) A school shall maintain each student's Individual Graduation Plan. The Individual
16 Graduation Plan shall be readily available to the student and parent and reviewed and
17 approved at least annually by the student, parents, and school officials.

18 (5) Beginning with a student's eighth grade year, the Individual Graduation Plan shall set
19 learning goals for students based on academic and career interests and shall identify
20 required academic and elective courses aligned to the student's postsecondary goals. The
21 school shall use information from the Individual Graduation Plans about student needs
22 for academic and elective courses to plan academic and elective offerings.

(6) Beginning with the graduating class of 2013, the development of the Individual Graduation Plan for each student shall begin by the end of the 6th grade year and shall be focused on career exploration and related postsecondary education and training needs.

Section 4. (1) A board of education may award credit toward high school graduation for satisfactory demonstration of learning based on content as described in the program of studies, 704 KAR 3:303, and rigorous performance standards established by the school. A school shall establish performance descriptors and evaluation procedures to determine if the content and performance standards have been met.

(2) A board of education may award credit toward high school graduation based on:

(a) A standards-based Carnegie unit credit that shall consist of at least one hundred twenty hours of instructional time in one subject; and,

(b) A standards-based performance-based credit that shall consist of satisfactory demonstration of clearly identified performance standards, regardless of the number of instructional hours in the subject.

(c) Standards-based credit earned by a student enrolled in grades five, six, seven or eight if:

1. The content of the course is the same that as established in the program of studies,

704 KAR 3:303; and

2. The district has criteria in place to make a reasonable determination that the middle level students are capable of success in the high school course.

(3) A board of education may award Carnegie unit credit or standards-based performance-based credit toward high school graduation for:

(a) Standards-based course work that constitutes satisfactory demonstration of learning in a course that the student failed to earn credit for when the course was taken previously;

(b) Standards-based correspondence course;

(c) Standards-based online course;

(d) Standards-based dual credit courses; and

(e) A standards-based internship, cooperative learning experience, or other supervised experience in the school and the community.

(4) A local board of education shall maintain a copy of its [local] policy on high school graduation requirements.

(a) This policy shall include a description of how the requirements address KRS 158.6451(1)(b) and 703 KAR 4:060.

~~[1. If a high school does not have a school council, this description shall be provided by the local board.~~

~~2. If a high school does have a school council, this description shall be provided by the school council to the local board of education.~~

~~A letter of assurance of compliance and a copy of the local policy from the local board of education and school council shall be submitted to the Department of Education by the local board. If the local board or school council amends its policy, a letter of assurance of compliance referencing the amendments shall be filed with the Department of Education by the local board].~~

Section 5 [3]. (1) A student who satisfactorily completes the requirements of this administrative regulation and additional requirements as may be imposed by a local board of education shall be awarded a graduation diploma.

1 (2) The local board of education shall award the diploma.

2 Section 6 [4]. This administrative regulation shall not be interpreted as prohibiting a local
3 governing board, superintendent, principal or teacher from awarding special recognition
4 to a student.

5 Section 7 [5]. If the severity of an exceptional student's disability precludes a course of
6 study leading to receipt of a diploma, an alternative program shall be offered. This
7 program shall be based upon student needs, as specified in the individual educational
8 program [~~plan~~], and shall be reviewed at least annually. A student who completes this
9 course of study shall be recognized for achievement. This may be accomplished by the
10 local board of education awarding a certificate of achievement.